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ABSTRACT

This booklet explains a program of discipline and suspension for students who come in conflict with school policy. The Alternative Discipline and Suspension Program (ADSP) operates in an environment of strict adherence to set rules where a student must earn advancement through and eventually out of ADSP back to regular classroom attendance. This booklet explains the basis of the program--accumulating points--and the four phases, which include a final phase of transition back to the classroom. Criteria listed for referral to ADSP include infractions such as theft, drug use, and truancy. Rules and regulations for the alternative program are listed, and a fill-in evaluation form is included at the end. (Author/LD)

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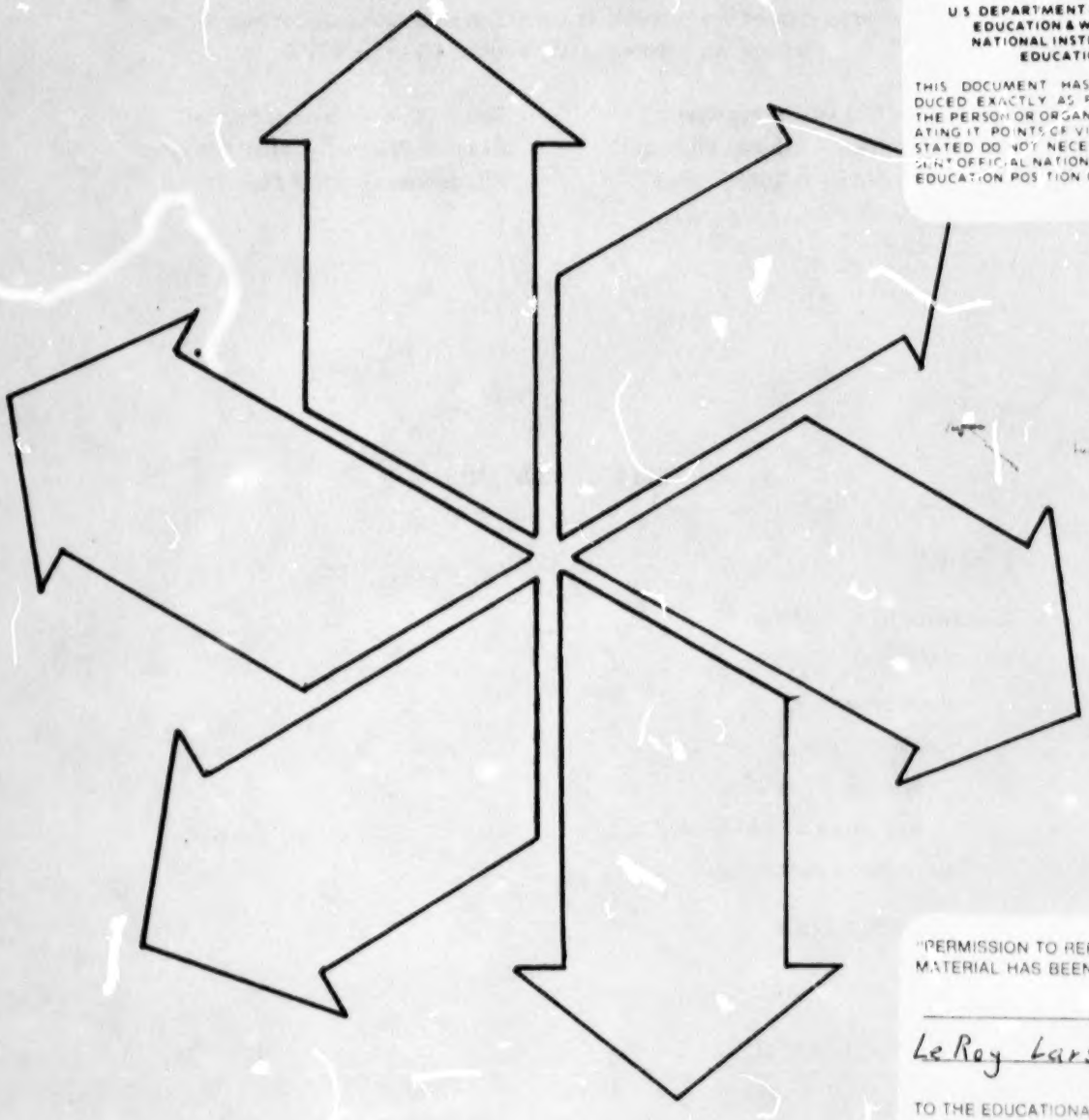

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Alternative Discipline and Suspension Program Handbook

CAMPBELL COUNTY JUNIOR HIGH

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ALTERNATIVE DISCIPLINE AND SUSPENSION PROGRAM

PREFACE

The Alternative Discipline and Suspension Program (ADSP) is a system of dealing with students who come in conflict with school policy. Under the provisions of this program those students will be removed from main campus activities and referred to ADSP.

ADSP operates on the philosophy that normal classroom attendance and participation is educationally sound and beneficial to the welfare of students and school policy is established to perpetuate this kind of educational environment. Therefore, if a student must have disciplinary action taken against him for violation of school policy this action should be in an appropriate manner that minimally disrupts the current curriculum of that particular student and other students as well. Also an effort must be made by school officials to help the student adjust to the routine of normal school activity. Furthermore, this help to the students should be taken beyond the measures of aid given to the other students so that an adequate analysis of the apparent problem the student is encountering can be accomplished. Moreover, this analysis can serve as a preventive measure for future and perhaps more severe behavioral problems.

While ADSP does carry a heavy implication of detention and strict authoritarian control, the structure of this program does have positive benefiting objectives. Interfaced with the detention and deterrent aspects of ADSP is a guidance curriculum in which the participating students will be involved. This curriculum will be interwoven with two common philosophies of counseling and guidance, behavioristic and humanistic. Essentially what this means is that behavior modification and personal, interpersonal understanding are to be combined into a working relationship. This combination will then be utilized in a positive sense to deal with the particular program of those individuals referred to ADSP.

An equally important benefiting factor of the program is that assigned students will continue with their regular schoolwork and receive intensified assistance from ADSP personnel.

Additionally the structure of ADSP will allow for a small student/school personnel ratio; thus, particular learning disabilities, personal problems, social maladjustments, etc., can more readily be identified, assessed and dealt with.

In general the whole experience of ADSP will be shaped so that students will gain insight of themselves and will learn how they can fit into the process that is considered important for progression and productivity in school and society.

PROGRAM DESCRIPTION

Basically ADSP operated in an environment of strict adherence to set rules where the student must earn advancement through and eventually out of ADSP back to regular classroom attendance.

ADSP Phases

The strict structure consists of a series of four phases with which the student may become involved. The duration of time spent in the program and number of phases the student experiences will depend upon the nature of the infraction which causes the referral to ADSP as well as student performance while in the program. Furthermore, each successive phase is designed with less strict structure and more opportunity for personal development. This design is based on the premise that, as in society, one must be in control of his behavior and responsible for that behavior, and one can earn privileges and personal freedom from abiding by set rules and regulation which are established for the benefit of all.

Continued conflict with stated policy only jeopardizes the involved individual's productivity and progress.

While in the program the referred student will know exactly what is expected of him. He will know that his behavior is to be carefully scrutinized and that he must be responsible for his actions. The student then can experience that he has control over his behavior and that his efforts alone lead to progression through and out of the program.

ADSP Point Accumulation System

A measurement of the student's progress in ADSP will be accomplished by a system of point accumulation. This system provided a visible means by which the staff as well as the students can evaluate behavior. The criteria for awarding of points and appropriate behavior is in the form of a specific list of behavior items which carry a point credit assigned to each. The behavior items and respective assigned credit values are as follows:

Points	Items
1	Attends Class
1	On Time for Class
1	Language Acceptable
1	Cooperates in Classroom Activities
1	Work Area Left Clean
1	Handles Break and Study Time Acceptably
2	Academic Work Acceptable
2	Treats Others Respectfully

The student will be expected to earn a minimum number of points each day as well as an accumulative total of points. Additional points can be awarded by the teacher at her descretion for extra work, clean-up, etc. This action is to be kept at a minimum so that students don't expect points for all behavior.

If a student does not earn the minimum points outlined for each day, he will have to repeat the phase with which he is involved or be referred to another phase of the program. Once the student has earned a prescribed accumulative total of points he will be promoted either to a new phase or out of the program.

ADSP Transition Phase

When a student earns the right to return to the main campus, he remains the ward of ADSP for a period of time. During this transition period, the student is to be considered on a probationary status. This transitory period will consist of one week of intensive observation in which the student will continue earning points for satisfactory behavior, and two weeks of non-intensive observation in which points are not to be utilized.

Intensive Observation

During the period of intensive observation, the student's progress will be primarily measured by teachers' evaluations. The criteria for evaluation will be the same list of behavior items that was used in the previous phases. If the student does not meet the minimum requirement for this period he will be referred to Phase II.

Non-intensive Observation

Upon satisfactory completion of the intensive observation stage, the student will be promoted to the non-intensive observation stage. During this time, the contact between ADSP and the student can be reduced. The student must meet

with ADSP on a set basis but at this time will be "proving himself" in the regular campus.

When the student satisfactorily progresses through the probationary phase he reverts to the advisement of the regular campus counselors. ADSP will then only be involved with the student on a consultation basis. If the student is referred to ADSP again, he must start the program anew.

Counseling Activities

Interspersed throughout this guidance curriculum are specific guidance activities that lend support to the major goals of the program. These activities can be accomplished through individual and group counseling techniques. The aim of these activities will be to focus on the specific concerns of the students and analyze those concerns in light of ADSP objectives and dynamics.

PROGRAM OPERATION

The following paragraphs present a detailed explanation of the operational procedures of ADSP. Further understanding of the program can be accomplished by referring to the chart found in the Appendix. This chart provides a graphic illustration and can be handed out to ADSP students for use as a "curriculum guide."

Phase I

All students referred to ADSP must begin and progress through Phase I. Some students who are referred for certain violations will only be required to complete Phase I. All other students have to complete Phase I before being promoted to Phase II. Additionally, students must complete Phase I and II before moving to Phase III.

Phase I is a two day assignment in which a student can earn as much as 20 points, 10 points per day for satisfactory behavior. The student is required to earn at least eight points per day. If he does not, he must begin again. Students who are assigned only to Phase I will not be required to complete the transition phase of the Program.

Since Phase I is basically a detention experience, the specific counseling activities of the period will be limited to the intake and promotion session. This can be accomplished with individualized contact.

Phase II

Students completing Phase I are promoted to Phase II which carries a four day assignment. In this phase the student can earn up to 42 points, 10 points per day for acceptable behavior and a mandatory 2 points for satisfactory progress on a commitment contract. This contract between counselor and student is a behavior modification project. The student must earn no less than 8 points on any one day. The minimum required points for this phase is 34 points. And 50 accumulative points for Phases I and II must be earned for promotion. If a student fails to earn the minimum number of required points for any one day or total accumulative points, he must begin Phase I again. In this phase it is possible for a student, who diligently pursues the prescribed curriculum and demonstrates satisfactory progress, to earn his promotion to the regular campus or Phase III, one day early.

The particular counseling activities of this phase consists of individualized and group counseling. The thrust of the counseling procedure will be toward making the student acutely aware of the situation he is in and providing insight into his responsibility for encountering the situation. Furthermore, efforts will be extended to make the student aware of actions he must take to help him avoid a recurring circumstance in the future.

Phase III

The only students who could experience Phase III are those who are referred for certain infractions or are returnees of previous referrals. The duration of this phase is 4 days. In this phase a student can earn up to 45 points, 10 points per day for acceptable behavior, 2 points for satisfactory progress on the commitment contract and 3 points for completion of an academic project of the student's own choosing.

The commitment contract and academic project are mandatory. A student must earn no less than 7 points on any one day and must earn a minimum of 33 points for this phase and a cumulative total of 83 points for promotion to the regular campus. A student can earn over the duration of Phase I, II and III a total of 2 days early promotion.

Transition Phase

Students who have been promoted from ADSP to the regular campus will begin a 3 week probationary period. The first 5 days of this phase is one of intensive observation. During this intensive observation, the student must carry evaluation sheets to class and present a check list to each teacher at the beginning of class. During class the teacher can observe the student's behavior and make appropriate annotations on the observation sheet. At the conclusion of class, the student will retrieve the sheet. Following the end of the day's classes the student will meet with the ADSP counselor to assess the day's activities and determine how many points have been earned.

The criteria for points earned will be the same check list of behavior items used in regular ADSP programming. While in the intensive observation stage, students must earn 80% of the points available each day from six out of seven teachers; Put another way, for each class in which a student earns at least 8 points on the behavior assessment check list, he will receive 1 point; and the student must earn a minimum of 6 points each day. Failure to do so will cause the student to return to Phase II.

When the student satisfactorily completes the period of intensive observation he then moves to the non-intensive portion of the transition period. While in this phase, the student remains on a probationary status but under less scrutiny. The student must meet with ADSP personnel on a set "spot check" basis. No point system will be utilized. If during this period of "proving oneself", it is felt by ADSP personnel, teachers and other appropriate individuals that the student is not ready for the regular campus, he could be referred back to an appropriate phase of ADSP.

Repeat Assignments

If a student must be reassigned to ADSP for subsequent violations, extending the number of days beyond the normal prescribed assignment will be considered in determining assignment duration. For example, if a student who has already completed one ADSP assignment is involved in another violation that normally carries a 6 day Phase II assignment, he will be assigned, on this second placement, to a Phase III (10) day assignment. This increased day assignment will be held to a maximum of 10 days. Normal excused absences are not counted as days in attendance at ADSP.

Schoolwork

As soon as it is determined that a student is to be assigned to ADSP, a request for schoolwork assignments from the student's respective teachers can be issued. These assignments must cover at a minimum the number of days that a student is to be assigned. The schoolwork should be the same or very similar to that which the rest of the class is doing. The work completed during the ADSP assignment will carry full credit.

ADSP REFERRAL CRITERIA

Suspension Infractions

BEHAVIOR	ACTION TAKEN FIRST OFFENSE
USE OF TOBACCO PRODUCTS	Immediate removal from classes. Assignment to ADSP for two (2) days. Suspension from extra curricular activities.
ASSAULT – Unprovoked physical attack on one student by another.	Immediate removal from classes. Assignment to ADSP for ten (10) days. Parents will be notified.
VERBAL ASSAULT – Flagrant inappropriate or profane language directed at school personnel or other student.	Immediate removal from classes. Assignment to ADSP for six (6) days.
THEFT – Taking of someone's property without permission of the owner.	Immediate removal from classes. Assignment to ADSP for six (6) days. Return of stolen item. Suspension from extra curricular activities.
INSUBORDINATION – Documented willful and persistent defiance of school personnel.	Immediate removal from classes. Assignment to ADSP for six (6) days.
USE OF ALCOHOL – Student is in possession, under the influence, or is transferring an alcoholic beverage.	Immediate removal from classes. Assignment to ADSP for ten (10) days. Suspension from extra curricular activities.
USE OF DRUGS – Student is in possession, under the influence or is transferring any substance prohibited by the Controlled Substance Act or drug not prescribed for the student by a doctor.	Student is suspended out of school for ten (10) days and must appear before the Campbell County Board of Trustees at their next regular meeting. The Board will consider expulsion from school for the remainder of the school year.
TRUANCY – Absent from school for any period of time without the consent of parents and/or school officials.	Assignment to ADSP for six (6) days.
VANDALISM – Purposeful destruction of personal or public property. (Property of school personnel or school)	Immediate removal from classes. Assignment to ADSP for six (6) days. Payment for damage and/or legal action may be taken.
FIGHTING – Two or more involved students have exchanged blows and assault is not determined.	Immediate removal from classes. Assignment to ADSP for six (6) days.
DISRUPTIVE BEHAVIOR – Student initiates action that is flagrantly disruptive to normal school activity.	Immediate removal from classes. Assignment to ADSP for six (6) days.

The behavior and action taken summaries on the previous page are not the only areas in which the Alternative Program will be used as a way of trying to change student behavior. There will be many incidents which will not fit a definition and placement in the Alternative Program will be at the discretion of the building administrators. Fairness and consistency will be the guidepost in these areas.

RULES AND REGULATIONS FOR THE ALTERNATIVE PROGRAM

Student Movement

Students will be prohibited from entering the main junior high building while assigned to ADSP. Students will be assigned a learning carrel and will not be permitted to leave the carrel without permission of ADSP personnel.

Student Privileges

Restroom - Students will be permitted to use the restroom facilities in Parish Hall with permission of the ADSP personnel.

Free time - Initially, there is no free time when assigned to ADSP.

Lunch - Students, if they eat lunch, will eat either the Class "A" lunch or a sack lunch. Students will not be permitted to eat lunch together in Parish Hall. Lunch will be eaten in the study carrels.

Attendance - When a student is assigned to ADSP he is expected to be on time and be in the carrel room when the bell rings. When a student is absent from ADSP, parents will be called immediately to determine the legitimacy of the absence. Notes explaining the absence must be brought to the personnel in charge at Parish Hall. Absenteeism, even if an excused absence, does not count as a day served in ADSP.

Suspension From Extracurricular Activities

Students assigned to ADSP for any infraction, will be suspended from all extracurricular activities for:

1. First Offense - thirty (30) school days.
2. Second Offense – sixty (60) school days.
3. Third Offense – ninety (90) school days.

A student who completes his first ADSP assignment with no delays shall have the remaining portion of the activity suspension lifted. No shortening of the suspension will be allowed on the second or subsequent assignments.

Insubordination in ADSP

If a student is insubordinate in a major way while assigned to ADSP, i.e., fighting, truancy from the program, refusal to cooperate, disrespectful, etc., the building administrator, program counselor and parents of the student will meet to determine what should be done with the student. This same procedure will be initiated if a student is not progressing through the program satisfactorily thus remaining assigned to ADSP for an excessive length of time. Assignment to ADSP is to be considered a serious matter and continued misbehavior in the program may lead to the initiation of action to remove the student from school for the remainder of the school year.

DISCUSSION

As in any education endeaver, the success of a program depends largely upon a concerted effort by all staff members. Teachers, counselors, and administrators will play a vital role in determining whether the objectives of ADSP are met. Of special importance to this effort are the teachers of the regular campus. These individuals will provide, through observations, and feedback, the critical link that is necessary if ADSP students are to make the required adjustments that will lead to a successful assimilation back into the regular campus. With this cooperation ADSP can be an effective established program that will provide progressive, beneficial alternative educational experiences for students.

ALTERNATIVE DISCIPLINE AND SUSPENSION PROGRAM

	DURATION	POINTS POSSIBLE	POINT ACCUMULATION CRITERIA	POINTS NEEDED FOR COMPLETION
Phase I	2 days	20	Student must earn no less than 8 points on any one day. Failure to do so will cause the student to begin Phase I again.	16
Phase II	4 days	42	Student must earn no less than 8 points on any one day. Failure to do so will cause the student to begin Phase I again. Two points will be awarded for satisfactory progress on the committment contract.	3- Phase II 16 Phase I 50 TOTAL *52 points can be earned in five days.
Phase III	4 days	45	Student must earn no less than 7 points on any one day. Failure to do so will cause the student to begin Phase II again. Two points will be awarded for satisfactory completion of the committment contract. Three points will be awarded for satisfactory completion of the academic project.	33 Phase III 50 Phase I & II 83 TOTAL *87 points can be earned in eight days.
TRANSITION PHASE (Student will be at regular campus)				
INTENSIVE OBSERVATION	5 days	35	Student will earn 1 point for each class in which he performs satisfactorily. This performance will be based on the evaluation of the classroom teacher. Satisfactory performance will be regarded as 80%. The teachers will use a check list for this evaluation. Student must earn at least 6 points each day. Failure to do so will cause the student to begin Phase II again. Two points will be awarded for satisfactory progress on the committment contract.	30 Intensive Observation 50 Phase I & II 80 TOTAL *82 points can be earned in nine days. 30 Intensive Observation 83 Phase I, II, & III 113 TOTAL
NON-INTENSIVE OBSERVATION	10 days	No Points	Student will meet with ADSP personnel on a set basis. If student's behavior is judged not acceptable, he will be referred to Phase II.	*117 points can be earned in twelve days.

(8)

A D S P EVALUATION

Date _____

_____ is involved with the Alternative Discipline and Suspension Program.

Please check the response to each of the eight items that, according to your judgment, indicates the student's behavior.

Items 3 - 8 require a comment when a negative response is indicated.

Your cooperation is needed and appreciated.

Attended class ____ Yes ____ No Comment: _____

_____

On time for class ____ Yes ____ No Comment: _____

_____

Language acceptable ____ Yes ____ No Comment: _____

_____

Cooperated in classroom activities ____ Yes ____ No Comment: _____

_____

Work area left clean ____ Yes ____ No Comment: _____

_____

Break and study time handled acceptably ____ Yes ____ No Comment: _____

_____

Academic work acceptable ____ Yes ____ No Comment: _____

_____

Treated others respectfully ____ Yes ____ No Comment: _____

_____

_____

Teacher's signature